INDEX—VOLUME 30, 1995

AUTHORS

Altman, Reuben. See Bufkin, Linda J. 199

Ames, H. Norman. See Morgan, Robert L. 299

Arthur, Michael. See Nancy Butterfield 41

Ault, Melinda Jones. See Singleton, Kimberly Cromer 218

Baker, Cliff. See Lehmann, Jean P. 27

Benepe, Susan. See Green, Frederick P. 91

Brady, Michael P. See Sanchez-Fort, Maria R. ... 151

Branson, Terri A. See Collins, Belva C. 65

Brooke, Valerie. **Toward a customer-driven approach of supported employment** 308

Brotherson, Mary Jane. **Policy supporting self-determination in the environments of children with disabilities** 3

Browder, Diane M. See Gardill, M. Cathleen 254

Bufkin, Linda J. **A developmental study of nonverbal pragmatic communication in students with and without mild mental retardation** 199

Butterfield, Nancy. **Shifting the focus: Emerging priorities in communication programming for students with a severe intellectual disability** 41

Caldwell, Nicola K. See Wolery, Mark 15

Cawley, John F. **Comparisons in reading and reading-related tasks among students with average intellectual ability and students with mild mental retardation** 118

Cheatham, Susan Klug. **Savant syndrome: Case studies, hypotheses, and implications for special education** 243

Collins, Belva C. **Teaching generalized reading of cooking product labels to adolescents with mental disabilities through the use of key words taught by peer tutors** 65

Cook, Christine C. See Brotherson, Mary Jane .. 3

Cunconan-Lahr, Robin. See Brotherson, Mary Jane 3

Dattilo, John. See Hoge, Gail 283

Dattilo, John. See Zhang, Jaibei 51

Davis, Carol Ann. See Sanchez-Fort, Maria R. 151

Donnellan, Anne M. See Moffatt, Courtney W. 76

Feng, Jui. See Morgan, Robert L. 299

Gardill, M. Cathleen. **Teaching stimulus classes to encourage independent purchasing by students with severe behavior disorders** 254

Gast, David. See Zhang, Jaibei 51

Glynn, Dawn. See O'Reilly, Mark F. 187

Green, Frederick P. **Nondisabled adults' perceptions of relationships in the early stages of arranged partnerships with peers with mental retardation** 91

Hall, Laura J. **Promoting independence in integrated classrooms by teaching aides to use activity schedules and decreased prompts** 208

Hall, Meada. See Collins, Belva C. 65

Hanley-Maxwell, Cheryl. See Moffatt, Courtney W. 76

Hoge, Gail. **Recreation participation patterns of adults with and without mental retardation** 283

Horvat, Michael A. See Zetts, Raymond A. 151

Horvat, Michael. See Zhang, Jaibei 51

Hughes, Carolyn. See Hwang, Bogseon 336

Hwang, Bogseon. **Effects of social interactive strategies on early social-communicative skills of a preschool child with developmental disabilities** 336

Inge, Katherine. See Brooke, Valerie 308

Krantz, Patricia J. See Hall, Laura J. 208

Langone, John. See Zetts, Raymond A. 151

Lehmann, Jean P. **Mother's expectations for their adolescent children: A comparison between families with disabled adolescents and those with non-labeled adolescents** 27

Lewis, G. William. See Cheatham, Susan Klug .. 243

Lisowski, Linda. Wolery, Mark 15

Loosli, Travis S. See Morgan, Robert L. 299

Mactavish, Jennifer. See Green, Frederick P. ... 91

Madden, Samantha E. See Pasnak, Robert 109

McClannahan, Lynn E. See Hall, Laura J. 208

Moberg, Sakari. **Impact of teachers' dogmatism and pessimistic stereotype on the effects of EMR-Class label on teachers' judgments in Finland** 141

Moffatt, Courtney W. **Discrimination of emotion, affective perspective-taking and empathy in individuals with mental retardation** 76

Morgan, Robert L. **Training for supported employment specialists and their supervisors: Identifying important training topics** 299

O'Reilly, Mark F. **Using a process social skills training approach with adolescents with mild intellectual disabilities in a high school setting** 187

Parent, Wendy. See Brooke, Valerie 308
Parmar, Rene S. See Cawley, John F. 118
Pasnak, Robert. **Achievement gains after instruction on classification and seriation** 109
Pennell, Donna. See Sigafoos, Jeff 329
Perry, Patricia. See Pasnak, Robert 109
Polloway, Edward A. See Cheatham, Susan Klug 243
Polloway, Edward A. See Smith, J. David 321
Puccini, Iris Kerbis. See Smith, Tom E.C. 275
Riley, G. A. **Guidelines for devising a hierarchy when fading response prompts** 231
Rucker, Helen N. See Cheatham, Susan Klug ... 243
Ruttgardt, Sieglind Ellger. See Sengstock, Wayne L. 130
Sanchez-Fort, Maria R. **Using high-probability requests to increase low-probability communication behavior in young children with severe disabilities** 151
Schleien, Stuart J. See Green, Frederick P. 91
Schuster, John W. See Singleton, Kimberly Cromer 218
Sengstock, Wayne L. **Special Education in East Germany under communist domination** 130
Sigafoos, Jeff. **Parent and teacher assessment of receptive and expressive language in preschool children with developmental disabilities** 329
Singleton, Kimberly Cromer. **Simultaneous prompting in a small group instructional arrangement** 218
Smith, J. David. **Patterns of deinstitutionalization and community placements: A dream deferred or lost?** 321
Smith, J. David. See Cheatham, Susan Klug 243
Smith, Tom E.C. **Secondary curricula and policy issues for students with mental retardation** 275
Snyder, Erin D. See Wolery, Mark 15
Taylor, Matthew J. See Morgan, Robert L. 299
Waiss, Sabrina. See Pasnak, Robert 109
Watson-White, Shelly A. See Pasnak, Robert 109
Wehman, Paul. See Brooke, Valerie 308
Wehmeyer, Michael L. See Brotherson, Mary Jane 3
Werts, Margaret Gessler. See Wolery, Mark 15
Whitten, Janice Campbell. See Pasnak, Robert .. 109
Wolery, Mark. **Experienced teachers' perceptions of resources and supports for inclusion** 15
Zetts, Raymond A. **Effects of a community-based progressive resistance training program on the work productivity of adolescents with moderate to severe intellectual disabilities** 166
Zhang, Jaibei. **The effectiveness of a constant time delay procedure on teaching lifetime sport skills to adolescents with severe to profound intellectual disabilities** 51

TITLES

A developmental study of nonverbal pragmatic communication in students with and without mild mental retardation. Linda J. Bufkin and Reuben Altman 199

Achievement gains after instruction on classification and seriation. Robert Pasnak, Janice Campbell Whitten, Patricia Perry, Sabrina Waiss, Samantha E. Madden, and Shelly A. Watson-White 109

Comparisons in reading and reading-related tasks among students with average intellectual ability and students with mild mental retardation. John F. Cawley and Rene S. Parmar 118

Discrimination of emotion, affective perspective-taking and empathy in individuals with mental retardation. Courtney W. Moffatt, Cheryl Hanley-Maxwell, and Anne M. Donnellan 76

Effects of a community-based progressive resistance training program on the work productivity of adolescents with moderate to severe intellectual disabilities. Raymond A. Zetts, Michael A. Horvat, and John Langone .. 166

Effects of social interactive strategies on early social-communicative skills of a preschool child with developmental disabilities. Bogseon Hwang and Carolyn Hughes 336

Experienced teachers' perceptions of resources and supports for inclusion. Mark Wolery, Margaret Gessler Werts, Nicola K. Caldwell, Erin D. Snyder, and Linda Lisowski .. 15

Guidelines for devising a hierarchy when fading response prompts. G. A. Riley 231

Impact of teachers' dogmatism and pessimistic stereotype on the effects of EMR-Class label on teachers' judgments in Finland. Sakari Moberg 141

Mother's expectations for their adolescent children: A comparison between families with disabled adolescents and those with non-labeled adolescents. Jean P. Lehmann and Cliff Baker 27

Nondisabled adults' perceptions of relationships in the early stages of arranged partnerships with peers with mental retardation. Frederick P. Green, Stuart J. Schleien, Jennifer Mactavish, and Susan Benepe 91

Parent and teacher assessment of receptive and expressive language in preschool children with developmental disabilities. Jeff Sigafoos and Donna Pennell 329

Patterns of deinstitutionalization and community placements: A dream deferred or lost? J. David Smith and Edward A. Polloway 321

Policy supporting self-determination in the environments of children with disabilities. Mary Jane Brotherson, Christine C. Cook, Robin Cunconan-Lahr, and Michael L. Wehmeyer ... 3

Promoting independence in integrated classrooms by teaching aides to use activity schedules and decreased prompts. Laura J. Hall, Lynn E. McClannahan, and Patricia J. Krantz 208

Recreation participation patterns of adults with and without mental retardation. Gail Hoge and John Dattilo 283

Savant syndrome: Case studies, hypotheses, and implications for special education. Susan Klug Cheatham, Helen N. Rucker, Edward A. Polloway, J. David Smith, and G. William Lewis 243

Secondary curricula and policy issues for students with mental retardation. Tom E.C. Smith and Iris Kerbis Puccini 275

Shifting the focus: Emerging priorities in communication programming for students with a severe intellectual disability. Nancy Butterfield and Michael Arthur 41

Simultaneous prompting in a small group instructional arrangement. Kimberly Cromer Singleton, John W. Schuster, and Melinda Jones Ault 218

Special Education in East Germany under Communist domination. Wayne L. Sengstock and Sieglind Ellger Ruttgardt 130

Teaching generalized reading of cooking product labels to adolescents with mental disabilities through the use of key words taught by peer tutors. Belva C. Collins, Terri A. Branson, and Meada Hall 65

Teaching stimulus classes to encourage independent purchasing by students with severe behavior disorders. M. Cathleen Gardill and Diane M. Browder 254

The effectiveness of a constant time delay procedure on teaching lifetime sport skills to adolescents with severe to profound intellectual disabilities. Jaibei Zhang, David Gast, Michael Horvat, and John Dattilo 51

Toward a customer-driven approach of supported employment. Valerie Brooke, Paul Wehman, Katherine Inge, and Wendy Parent . 308

Training for supported employment specialists and their supervisors: Identifying important training topics. Robert L. Morgan, H. Norman Ames, Travis S. Loosli, Jui Feng, and Matthew J. Taylor 299

Using a process social skills training approach with adolescents with mild intellectual disabilities in a high school setting. Mark F. O'Reilly and Dawn Glynn 187

Using high-probability requests to increase low-probability communication behavior in young children with severe disabilities. Maria R. Sanchez-Fort, Michael P. Brady, and Carol Ann Davis 151

BOOK REVIEWS

A teacher's guide to including students with disabilities in regular physical education by Martin E. Block. Reviewed by Sherry L. Folsom-Meek 268

Behavior analysis and treatment by Ron Van Houten and Saul Axelrod. Reviewed by Ennio Cipani 352

Cognitive coping, families, and disability by Ann P. Turnbull, Joan M. Patterson, Shirley K. Behr, Douglas L. Murphy, Janet G. Marquis, and Martha J. Blue-Banning (Eds.). Reviewed by Robert D. McMullen 266

Collaborating for comprehensive services for young children and their families: The local interagency coordinating council by William W. Swan and Janet L. Morgan. Reviewed by James L. Hamilton 179

Consultation, collaboration, and teamwork for students with special needs by Peggy Dettmer, Linda P. Thurstone, and Norma Dyck. Reviewed by Cynthia C. Griffin 182

Foster family care for persons with mental retardation by Sharon A. Borthwick-Duffy, Keith F. Widaman, Todd D. Little, and Richard K. Eyman. Reviewed by Maurice McInerney 180

Individuals with profound disabilities: Instructional and assistive strategies by Les Sternberg. Reviewed by Vicki McMullen 350

Non-compliance: Four strategies that work and disruptive behavior: Three techniques to use in your classroom by Ennio Cipani. Reviewed by Jan S. Weiner 265

Unfaithful angels: How social work has abandoned its mission by Harry Specht and Mark E. Courtney. Reviewed by Donna Jayne 355